



University of Victoria

COURSE SYLLABUS

Department of Economics
Advanced Topics in Indigenous Economics (CRN 14169)
ECON 595B A01
September, 2022 – December, 2022

Instructor: **Dr. Donn. L. Feir**

Office: Business and Economics Building (BEC) 380

Office phone: 250-721-8533

E-mail: dfeir@uvic.ca

Class Times: TWF, 1:30-2:20pm

Location: CLE C109

Office Hours: Wednesday, 2:30pm

Course Website: <https://bright.uvic.ca/d2l/home>

Course Description:

An advanced course in economic theory and empirical methods in Indigenous contexts as well as an introduction to Indigenous research methods and Indigenous economics. Also examines Indigenous research ethics in the context of economics research. Topics may include an economic history of specific Colonial-Indigenous relations, institutions, labour markets, and development economics.

Course Weekly Structure:

Each week will be separated into three “types” of classes. The first is a lecture related to facts theory, and context. The second is a lecture related to methods or applications. The final is a discussion class based on the course readings. Dr. Feir will also identify a few classes which they will deliver via video lecture due to other job commitments that require them to be out of town. There will also occasionally be guest speakers that will speak on topics relevant to their own areas of expertise.

Course Objectives:

The course is designed as an advanced introduction you to the economic theory and policy analysis relevant for Indigenous nations and settlers in Canada and elsewhere and also to advance graduate student research skills in these contexts. The course will use economic principles and literature to discuss the history of Indigenous-settler relations, modern economic development, and the broader social policies salient to Indigenous contexts, such as health and education. The class will require graduate students to build their discussion leading skills and econometric techniques.



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This course will give you the opportunity to become aware of some of the history and policies relevant in Indigenous contexts, to think about Indigenous economies from the perspective of the discipline of economics, and to think critically about the discipline of economics from the perspective of Indigenous scholars. Finally, the course's delivery and design will seek to aid in the decolonization and Indigenization mission of the University of Victoria.

This Course in the Scheme of the Economics Program:

The course is a graduate level course that requires graduate level proficiency in empirical methods to perform well. Students will be expected to not only read, but contribute to the technical literature on Indigenous economic development. This course is designed to support students in moving towards an extended essay or thesis in Indigenous economics.

Learning outcomes:

By taking this course, you will be able to:

1. Deeply understand a select body of economics and Indigenous scholarship as well as broadly describe the historical and modern institutional context in North America and be able to conduct independent research into other contexts;
2. Critique theories regarding Indigenous economic development by economists and Indigenous scholars;
3. Apply causal and descriptive econometric techniques and/or mathematical modeling and two-sided seeing to understand Indigenous economics;
4. Discuss the creation, interpretation, and ethics of data regarding Indigenous peoples
5. Write clear and concise economic arguments for both academic and policy audiences at an advanced level.

Course goals:

In addition to the learning outcomes, by taking this course you will have the opportunity to:

1. to research and synthesize the literature on a specific economic topic facing Indigenous peoples;
2. practice "two-eyed" seeing in policy evaluation and statistical analysis;
3. practice your oral communication skills and discussion leadership skills;
4. enhance your written academic communication skills; and
5. learn from your colleagues.

Readings:

An extensive reading list will also be provided for the class. Required readings will be indicated in class. The other readings are offered as a guide to the literature for students wishing to pursue the topics in greater details.

Assessment:

Class Component	Percentage of the Grade
Group Discussion Leadership	15%



Paper Replication and Extension	30%
Class Lecture on Paper Extension	15%
Research Paper Proposal	40%

Alignment of Learning Objectives and Assessment:

Learning Outcome	Group Leadership	Class Lecture	Paper Replication & Extension	Research Paper Proposal
1	X	X	X	X
2	X	X	X	
3	X (two-eyed seeing specifically)		X	X
4	X		X	
5	X	X	X	X

Expected Schedule

This *tentative* schedule will be modified to follow the progression of the class. Space will be made for speakers outside of the economics department to come and give guest lectures.

Week	Lecture Subject	Due Dates
1: Sep 7-9 (W, F)	Introduction to course and topic	
2: Sept 12-16	Methods and approaches	September 16 – choose paper to replicate
3: Sept 19-23	Pre-contact economies	
4: Sept 26-30	Early Trade and the Reservation Era	September 30 – submit replication write up
5: Oct 3-7	The historical origins of development	October 7 th – propose extension
6: Oct 10-14	<i>Reading Break</i>	



7: Oct 17-21	The historical origins of development	
8: Oct 24-28	Land and Property Rights	October 28 – submit full replication and extension.
9: Oct 31-Nov4	Natural Resources	
10: Nov 7-11	Access to Capital and Labor Markets	
11: Nov 14-18	Self-Government	November 18 – submit first draft of research proposal
12: Nov 21-25	Reparations and Policies that Work	
13: Nov 28-Dec 2	Graduate Student Presentations	Graduate Student Presentations
14: Dec 5-19	Final Exam Period	Final Draft of Research Proposal Due December 15th

The Standards of Student Behavior in the Tri-Faculty

The standards are posted here: [Student code of conduct](#). All apply to conduct in this class and students should familiarize themselves with these standards.

Other Policies and Procedures:

Policy on Use of Email: Go ahead. I will respond as soon as I can. Please be patient though since I get way more email than is sensible.

Inclusivity and Diversity: The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.” (University Calendar, p. 10.)

Waitlisted Students: I cannot guarantee that waitlisted students will eventually be added to the class roster. If you have an urgent need to take 203 this term and have a scheduling conflict, please see the undergraduate advisor. I have no personal ability to increase class size or admit students into the class as much as I would like to.

Missing a Test: Accommodations can be made for missed tests, but only in cases of unforeseen



emergencies, such as serious illness (a cold does not qualify). Relevant documentation (such as a doctor's certificate) *must* be promptly provided in such cases. If you cannot provide adequate documentation you will receive a score of zero for the missed test.

University Policy on Plagiarism and Cheating: The standards and the reputation of a University are the shared responsibility of its faculty and student body. Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. Plagiarism and cheating are considered a most serious breach of academic integrity and shall be dealt with as such by the Department of Economics.

University Policy on Examinations and Travel Arrangements: Students are advised not to make travel plans until after the examination timetable has been finalized. Students who wish to finalize their travel plans at an earlier date should book flights after the end of the examination period (see the University Calendar). There will be no special accommodation if travel plans conflict with the examination.

Accessibility Statement: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and register with the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://www.uvic.ca/services/rcsd/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Course Experience Survey (CES): I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Undergraduate Grading Scale:

Letter Grade	Point Value	Percent	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations . Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	



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B	5	73 – 76	A B+, B, or B- is earned by work that indicates a good comprehension of the course material , a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
F	0	0 – 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.